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ABSTRACT

Looping, a multi-year teaching assignment whereby a teacher remains with the same group of children for more than one grade, is designed to meet the individual needs of students and improve student learning. This booklet describes the practice of looping in American schools. The booklet details the underlying theories supporting the practice and describes why looping is successful. Information is also provided on implementing looping, including developing an interest group, finding a core of teachers, introducing the concept to parents, and targeting students for inclusion in the looping classrooms. Suggestions are given for successful implementation and warding off potential difficulties. The booklet concludes by noting that the practice of looping is increasing as one of the many options with immense benefits to students. (Five appendices include sample surveys for teachers and students and sample letters for parents. Contains 14 resources.) (KB)

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FASTBACK 478

By: Thomas S. Little
Lynn Priest Little

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478 FASTBACK

Looping: Creating Elementary School Communities

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Series Editor, Donovan R. Walling

Looping: Creating Elementary School Communities

by
Thomas S. Little
and
Lynn Priest Little

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Introduction

Looping is a multi-year teaching assignment. A looping teacher stays with the same group of children for more than one grade. This practice has also been called persistence learning, persisting groups, family-style teaching, multi-year placement, multi-year assignment, and teacher rotation.

Looping is designed to meet the individual needs of students and improve student learning. It promotes pride in belonging, celebration of individual strengths and differences, and appreciation for building strong ties between students and teachers. This concept of belonging, or the lack of belonging, has been at issue in some of the most recent tragedies that have occurred at schools nationwide. But when students feel nurtured in an on-going student-teacher relationship and develop a cohesion with the teacher, classmates, and the school, they are less likely to display violent behaviors in a school setting.

Some argue that looping is merely a return to an earlier teaching practice — the one-room schoolhouse. A century ago one teacher stayed with a group of children from the time they entered school until the time they left school. Whether the teacher was concerned with

promoting a sense of unity and fostering a feeling of community depended on the teacher's particular personality or teaching style. Today, to foster a similar sense of community, educators are turning toward looping practices in a unified effort.

Another antecedent of looping is the Waldorf Schools, based on the work of Rudolf Steiner, an Austrian educator. Steiner believed that children must be guided and mentored by one individual through the early education years. Steiner's Waldorf Schools — originally designed for the children of workers in the Waldorf Cigarette Factory of Stuttgart, Germany — to this day use the looping concept: One teacher stays with the same group of children from first through eighth grade. Currently there are more than 650 Waldorf Schools throughout the world.

The West German-based Koln-Holweide education system also uses looping. Those schools use a "Team-Small-Group-Plan" in which groups of 85 to 90 students are team-taught by six to eight teachers for a six-year period. Small "table groups" of five or six students form cooperative learning teams who come to know that each individual's success contributes to the success of the group as a whole, and teachers and students form tight bonds within the framework of a close school community. Some schools in Israel, Sweden, and Japan also engage in multi-year, teacher-student relationships with "family groupings" in the lower grades and modified versions of looping at the secondary level. Italian preschools use a three-year assignment of students to teachers (Grant et al. 1996; Palestis 1994).

Looping has gained national and international attention because it promotes pride in belonging, a celebration of individual strengths and differences, and appreciation for building strong ties between students and teachers. A 1987 study of three-year, teacher-student relationships (George, Spreul, and Moorefield) reported that 85% of looping teachers found that their students were better able to see themselves as important members of a group, to feel pride in that group, and to feel pride in the school as a whole.

Looping also is practical. It eliminates the time lost at the beginning of each year when the "new" teacher is getting to know students, their various learning levels, and their many different needs. In fact, teachers report that looping's "gift of time" is its most beneficial aspect. Looping allows the classroom to "pick up where they left off" when the school year resumes in the fall. In addition, it allows teachers to connect with parents on a more personal and sustained basis. Research conducted by George and Oldaker (1985) suggests that long-term teacher-student relationships improve both job satisfaction for teachers and student performance.

Other than initial staff training and time invested in promoting the practice to teachers, parents, and students, there is little cost involved in instituting the practice of looping. It can be initiated in a variety of different ways, ranging from two sequential-year teachers in a school who ask to do it on an experimental basis to mandatory multi-year teaching, especially at the elementary level, as some school districts have directed. Most school districts that practice looping fall somewhere in

between; the choice of multi-year placement with the same teacher is being offered as one of several alternatives to the traditional approach.

Looping after the elementary years, at least in the United States, is a somewhat controversial issue. Some educators and researchers feel exposure to the same set of values, expectations, personality traits, knowledge base, etc., of the same teacher during the latter stages of public education may be limiting to older students who need variance, experiences with various personalities, increased teacher expertise, and broader social encounters than those offered by looping. However, other educators and researchers feel that those deficits are far outweighed by the positive aspects of a mentor who guides an older child through the difficult adolescent years in much the same way that a "third parent" would.

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The Theory Behind Looping

A review of Abraham Maslow's Hierarchy of Needs reveals strong support for the practice of looping. Maslow argued that an individual will behave at any particular moment in a way that satisfies his strongest need. When lower-level needs are met, such as the basic necessities of food, shelter, clothing, and safety, the individual will focus on higher-order needs, such as social needs, esteem, and self-actualization.

We know that the basic needs of some children are not met or are only marginally satisfied in the home. For these children, looping may be of significant benefit because the school may be able to compensate for that which is lacking at home. For example, children whose needs for safety and security are not met at home may feel safe and secure at school. They may feel even more safe and secure in a classroom that is practicing looping because of the continuity, familiarity, and stability of their surroundings. In that situation, they will become free to explore the next level of the hierarchy — their social needs.

Humans are social beings. The need to establish meaningful relationships with others is critical to the

development of the individual. Looping classrooms focus on building relationships within a group that will interact for an extended period of time. Once the individual has developed interaction with a group, according to Maslow, a higher need begins to emerge — the desire to be more than just a member of a group. The individual's comfort level at being an accepted group member begins to extend into being an accepted, recognized, appreciated, and esteemed member of the group. Self-confidence begins to develop as the individual emerges as a leader or a "resident expert" in a certain area.

Looping teachers readily recognize the moment when a child has reached a level of proficiency in some area that will result in the student feeling as though he or she has a well-developed capability and the confidence to perform in the capacity as a leader within the group. This, of course, means different things to different children. For some, esteem comes from academics; for others, esteem may be gained in athletics. Other students may gain recognition for their social skills or management and organizational abilities. It is not as important where the proficiency lies as it is that the proficiency, no matter how large or small, is recognized and valued within the group.

Unfortunately for some students, the development of esteem sometimes takes a wayward twist. If an individual cannot satisfy the need for esteem through positive behaviors, it is almost inevitable that the student will resort to disruptive behavior. In the looping classroom, a teacher often is able to straighten the twist before it

becomes a problem. The teacher knows the students' strengths and weaknesses and is able to guide the interpersonal dynamics of the group in ways that promote acceptance and appreciation for many levels of proficiency. The looping teacher becomes a master at building the strength of the group by fostering the maturation and development of each individual.

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Why Looping Works

The single most important factor in the success of the looping classroom is the commitment of the teacher. In fact, school districts that have mandated multi-year placement report that there are a minimal number of teachers who retire or leave the system due to an inability to conform to the practice; and in schools where looping is offered as an option for teachers, there are always teachers who are not interested (Grant et al. 1996). Teachers who commit to looping have made a personal pledge to mentor and guide students not only on an educational level, but also in areas of personal and social development. Pat Petrie, a third / fourth-grade looping teacher at Linden Elementary School in Oak Ridge, Tennessee, has arrived at this conclusion:

> I entered into the looping practice with a different mindset than when I taught in regular placement. Yes, I was always concerned with the personal development of my students, and, yes, I always committed myself to finding the best possible ways to introduce curriculum. But during my previous years in teaching, while I was teaching just one class of students, one grade at a time, I found myself at the end of the year sometimes sending them on their way with a little hope and prayer that

maybe "next year's teacher" could pick up on this child needing a little more time with multiplication, and that child needing a little more time to feel comfortable with herself and develop friendships. It was as though I had the feeling that I had done all I could within the time span and developmental stage of a particular child, but I knew from having worked with that child for a number of months that there was still more that needed to be done if I just could have had a little more time. When I became a looping teacher, I realized that I did, indeed, have the pleasure of a little more time, time to really develop a child's comprehension of a difficult concept, time to see that progress is being made in academic areas, time to nurture friendships and help a child create a valued place for himself within a group. Teachers naturally assume these responsibilities; but when they can do so without the regimented time constraints that traditional teaching incurs, then they can do a much better job at handling the responsibilities of being a teacher, and, blessedly, it is the children who reap the rewards.

While it is true that all teachers assume responsibilities, a looping teacher does so for a significantly longer period in a child's life, thus having a very meaningful influence over the child's development. That means that looping teachers feel that the stakes are high and that their children need to demonstrate academic and social success. They want to see a return on their time and investment efforts. And, most important, looping teachers want to see their students develop at optimal levels.

Teachers report that teaching the same students for multiple years results in teachers being able to use more

positive approaches to classroom management (George et al. 1987). It is apparent that in most cases, the overall behavior in looping classes (after the first year) is more positive than in traditional classes due to problems having been addressed and resolved during the first year of the cycle. The behavior is so noticeably better, in fact, that principals sometimes encounter traditional classroom teachers who complain that "the looping teacher has better kids than I do." This is a true statement, the behavior is better — not because the children are better, but because the looping process has ironed out many problem situations.

The degree of stability associated with having the same teacher for a longer period of time is also a positive aspect reported by students and parents. Additional attributes include the following:

- Classmates tend to think of each other more as "extended family members" and the classroom becomes a "family unit" where competition is minimized, compatibility is maximized, and cooperation is mandatory. Children bond with one another and with their teacher.
- Once relationships are established within the group, children are more apt to become involved in group problem solving, a necessity in today's job market.
- Children who come from less than stable home environments with frequent changes in residence, family structure, or economic status or those with chronic health issues seem to benefit greatly from

a teacher who is a role model, mentor, and friend (Hanson 1995).

- There is little or no "down time" at the beginning of the second year of looping; children are already familiar with the teacher's routines and procedures, and teachers need not spend time trying to determine "ability level" or "personality issues." Teachers report that they gain nearly an extra month of teaching time during the second year (Hanson 1995).
- The teacher is able to build on the previous year's experience and knowledge in developing subsequent lessons. There are multiple opportunities to integrate individualized strategies for instruction.
- Opportunities for learning throughout the summer are available through assigned reading lists, high-interest summer projects, occasional class meetings throughout the summer break, periodic newsletters mailed to students, Internet communication, etc. The possibilities are limitless, and many teachers report that they use the accumulated activities of the summer months to jump-start a teaching unit in the fall.
- Instruction tends to become child-centered, rather than curriculum-centered (Mazzuchi and Brooks 1992).
- Curriculum can be expanded both vertically and horizontally over a two-year period with the same teacher (Bellis 1999).
- Parents report a high confidence level and a positive relationship with their child's teacher (George

et al. 1987). Parents also report that they feel more comfortable during parent-teacher conferences and that they view their child's teacher as an ally and a partner in their child's education.

- Students report a decreased level of anxiety about the new school year after the first year of looping (Hanson 1995).
- Teachers do not have to base retention or referral to special education services on one year's performance. The second year may serve as "catch up" time for some students whose needs are known and addressed by their looping teacher.
- Many instructional strategies are harmonious with looping, for example, thematic teaching and the use of learning centers, whole language instruction, cooperative learning, and portfolio assessment. Portfolio assessment is especially impressive and reliable when work is examined over a period longer than the traditional school year.
- Teachers form a developmental perspective on learning and are encouraged to risk using promising methods because they have more time to implement them (Grant et al. 1996; George et al. 1987).
- Looping leads to improved attendance (both student and teacher), improved test results, fewer discipline problems and special education referrals, and reduced grade retention (Rappa 1993; Steiny 1997).

Implementing Looping

A few school systems, such as the Attleboro Public School District in Massachusetts, have implemented looping on a full-scale basis in most grades below the high school level. However, looping usually begins as a grassroots movement at the local school level as principals and teachers search for ways to make the school experience more successful for students. Whether looping is to be implemented in just one school or an entire district, it is critically important that a few basic steps are taken to get on the right footing before leaping into looping.

At the local school level, an interest group must form with the purpose of gathering information, critiquing and reviewing literature, and contacting representatives from schools practicing the concept. Many teachers do this on their own time, but school districts should be encouraged to provide compensated time for just such a study. With advance planning, inservice days can be geared toward small-group research so that teachers will have time to investigate looping. Common planning time also should be provided for individuals who are actively engaged in research.

The instructional leader should be a person who is open to the creative and progressive nature of interest groups that seek to elicit change. This person should communicate this interest to district supervisors, directors, and boards of education to obtain approval for continuing with the process. The instructional leader of the school also might serve as facilitator of the interest group and become the champion of the cause. However, it does not really matter who the facilitator is, as long as he or she is the "infectious" type who can motivate, inspire, and instill enthusiasm.

The interest group should provide information to fellow teachers, first perhaps in grade-level meetings, then in teacher mailboxes, and eventually in faculty meetings. At this point, the interest group should have a firm grasp of the research and should have collected an abundance of information. Materials and books about looping should be placed in the school's professional library.

The interest group should start slowly because many people are resistant to new ways of doing things. They should make a short presentation in a faculty or grade-level meeting. These presentations should include the theoretical underpinnings of looping from behavioral psychologists, as well as other resources. One useful resource is a series of videos by Jim Grant, a long-time proponent of multi-age and multi-year placement, which are available through the Society for Developmental Education.

The facilitator from the interest group should be used in ways that help rally support. It should be remembered that the interest group is conducting a public relations

campaign that eventually will include more teachers, students, parents, supervisors, boards of education, and even the general public.

After the school faculty has developed a basic understanding of looping, it is necessary to find a core group of teachers who are potential candidates for becoming looping teachers. See Appendix A on page 30 for a sample survey to help identify teachers who might be interested. In addition to the survey results, consideration also should be given to other factors, including the potential looping teacher's knowledge of the curriculum of at least one of the looping cycle grades and whether the looping teacher has a good teaching reputation within the community.

Once the core group of looping teachers is established, the concept must be introduced to parents. The school newsletter is an excellent way to begin providing information to parents; short articles about the concept may be disseminated in this manner over the course of several months. However, to truly spark interest with parents, it will be necessary to develop a presentation. Appendix B includes a sample letter that can be useful in establishing that initial parent information session.

As with any new option available for students, some parents will immediately want to jump on the bandwagon and support the concept. Other parents may require more information and time for consideration, and others will oppose the change.

Teachers and principals may want to target certain students for inclusion in the looping classrooms for various reasons, including: the child is a strong and positive

leader who would be a good role model for other children; the child has a difficult home environment and may benefit significantly from the stability of the looping classroom; the child is a very accomplished "social engager" who will make others feel accepted and valued; the child seems to be of average intelligence but is not performing well in the classroom and needs to be observed over an extended period; the child has a physical handicap that causes him or her to feel awkward; etc. However, educators should not give the impression that any classroom of students is handpicked, and that is particularly important in a looping classroom. It is desirable that the class "look like" any other class in the school. It is okay to target certain individuals for inclusion, but no particular type of student should predominate in a looping classroom.

Before assigning children to a looping class, it is important that parental notification and permission are obtained. See Appendix C for a sample letter to be mailed to parents at least four weeks before the start of the looping year.

Most schools find that looping works best when teachers are teamed or paired. Here is an example of how the cycle looks with the pairing method (a teaming of three or more teachers would be used if the looping cycle is to include more than two years):

> Teacher A begins her looping cycle at, say, second grade, while Teacher B is assigned to a third-grade, non-looping class. At the end of the year, Teacher A moves with her students to the third grade. Teacher B starts that year by moving down to second grade, where she

will begin her first year of her looping cycle. Teacher B then moves with her class to third grade, and Teacher A, who has completed the two-year looping cycle, moves back to second grade to pick up a new cycle of looping students.

Once school has begun, teachers and principals will want to monitor looping classes very closely. Problems need to be resolved quickly. Are there potential personality problems between children or children and the teacher? Does the looping teacher have the extra materials she or he will need for a change in grade level? Does the looping pair of teachers plan to share materials as they change grade levels? Do the looping teachers want to stay in their original rooms for the second year, or will the class relocate to a different part of the building the second year to be with other classes of the same grade level? How will teaching assistants be affected by looping? Issues will arise, and they should be resolved with a spirit of cooperation and collaboration.

At the conclusion of each looping cycle, it is recommended that post-looping surveys be administered to teachers and students. Samples of these are included as Appendix D and Appendix E. Teachers and principals also will want to gather information from parents whose children have completed the looping cycle by having a post-looping conference session or through the use of a survey. The survey results will be useful in determining changes or enhancements needed for subsequent looping classes.

Words of Caution

Whenever educators try to initiate change, they need to pay attention to warding off potential difficulties. The experience of those who have already engaged in the looping practice may be quite valuable to other educators who are choosing to embark upon this journey.

If looping placement is optional at your school, tout it as one of several "alternative placements" available because your school is seeking to provide different kinds of educational experiences for children. Do not advertise it as "the best thing going" or "better than traditional placement." To do so is sure to divide the faculty and cause plenty of problems with parents.

If looping is mandatory at a school, make sure that the faculty can commit to the challenge from a philosophical, personal, and professional basis. If they can not meet this challenge, they could negate the positive effects of looping.

Avoid justifying the practice based on "increased test scores." Sometimes educators need to implement programs that are good for children just because they are good for children. Most schools that practice looping find test scores are at or above the expected level, but

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the primary purposes for looping are its psychological effects of continuity and stability, not as a means by which test scores will increase.

Also avoid giving a looping class a superior-sounding nickname; that gives the impression that an elitist group has been created within the school.

Dana Simel (1998) suggests that looping teachers should be accomplished at teaching at least one of the looping grade levels before venturing into the new curriculum requirements of another. In addition, Simel suggests that looping teachers need extra planning time and extra materials.

The looping classes should have the same number of students as any other class in that grade level. However, the question of taking in new transfers after the first year requires some attention. Some looping teachers prefer to take on a few more students than their counterparts at the beginning of the year so that transfers are kept to a minimum. Simel (1998) reports that joining a looping class is difficult for newcomers and that introducing five or more new students in the second year can compromise the benefits of looping. Thus it is worthwhile to establish an official policy on transfers during a school's initial experience with looping.

Do not overload a looping class with children who have special needs. Looping classes should look like any other class in the building, with about the same proportions of below average, average, above average, and special needs children. Additional attention should be given to creating a balance in gender and racial, economic, and linguistic backgrounds.

Finally, sometimes it happens that a class just does not gel. Some children may need to be separated from each other in order to maintain the integrity of the structure or classroom cliques become too divisive to promote group belonging and support. When that happens, the teacher and administrators must make a serious assessment of the class to decide what should be done. Perhaps one or more students should be transferred to a different classroom, or the class may need extra support from guidance counselors or special education personnel. The administrator should make every effort to help a looping teacher examine the issues, and that process must be positive and nonconfrontational. Because a looping teacher feels an overwhelming degree of responsibility for the success of his or her students, administrators need to project a commensurate amount of concern, support, and intervention when the situation turns sour. Strategies to improve the dynamics of the group must be implemented. But if all else fails, it is better to disband that looping cycle at the beginning of the second year than to compromise the progress of an entire classroom.

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Conclusion

Looping is increasing in America's schools as one of many options for children, parents, and teachers as they strive to make the most of their instructional experiences. The benefits are immense, ranging from the comfort and security that children feel in a classroom committed to long-term relationships to the advantages of learning how to think, feel, and grow within the framework of a closely knit group. The feelings of belonging, being valued as an individual, and taking leadership roles within the group are positive character traits that can extend far beyond the classroom.

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Resources

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Appendix A:
Pre-Looping Survey for Teachers

During the course of this school year, you have been presented with information on the concept of looping. Our school is considering using the looping method as an option for student and teacher placement. Your candid answers to the following will help in our process.

__ 1. Are you interested in looping to the next grade-level with your current class?

__ 2. Would you be interested in moving to a different grade level next year in order to loop with a class the following year?

__ 3. Would you be willing to change the grade level at which you teach in order to accommodate a teacher who does wish to loop?

__ 4. Are you willing to move your classroom in order to loop?

__ 5. Would you loop if you knew in advance that you did not have to move your classroom?

__ 6. If your answer to Number 1 was "no," please mark all of the following that apply:

___ I am a new teacher, and I am not yet totally comfortable with the grade level to which I am currently assigned.

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___ I have a number of years experience at my current grade level, and I think it would be too difficult and time consuming to learn the curriculum and prepare materials for another grade level.

___ I have a hard time with change.

___ I really like the people with whom I am now working, and I don't want to start over with a new group of teachers at another grade level.

___ The developmental age of the children I now teach is perfectly suited to my disposition; to go to an older grade or a younger grade might not fit my personality as well.

___ There could be professional certification problems if I move up or down with a looping class.

___ Other reasons.

Appendix B:
Sample Letter to Parents

Dear Parents:

During the course of the last several months, we have been publishing articles and materials about "looping" in our school newsletter. Looping is the practice of allowing teachers and students to stay together over the course of several years, instead of changing at the end of each grade level. Current research shows that children who stay with the same teacher and group of students for more than one year enjoy increased security with their school setting, form important feelings of belonging, experience higher self-esteem, and gain at least a month of valuable instructional time during the course of the looping cycle due to the elimination of "getting to know you" time. There are many benefits to this method, which have been explained in the newsletter and have been closely studied and examined by our outstanding teaching staff through inservice sessions, staff training, visits to looping schools, and research.

At this time, we have several teachers who have expressed an interest in using the looping concept when next year begins. There will be continuous monitoring and staff development as the year progresses. As the

end of the year approaches, we will consider having one class of students at each grade level who will "move up" with their teacher the following year.

We want you to know more about this exciting addition to our school's education program and to have the opportunity to ask questions or voice concerns. To accomplish this, we have set a special evening aside on _____, at _____ p.m. to meet with you in the school library so that we may present to you the findings of the study we conducted about looping.

Please plan to attend this presentation. And remember that looping is just one of the several educational experiences you may choose for your child while she or he is a student.

Our staff wants you and your student to have the very best options available!

Sincerely,
Principal

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Appendix C:
Permission Letter to Parents

Dear Parents:

Our school took a tremendous leap last year in beginning a study of the concept of looping, the practice of children and teachers staying together for more than one year.

I hope that you read the exciting material that was sent to you through the school newsletter, and I want to thank the many of you who attended our information session last spring. Your positive comments, as well as the concerns you voiced, have been important to us as we continued our study.

After much research and training, we have decided to implement the program this fall on a voluntary level. We currently have one teacher at each grade level who has committed to staying with her students for two consecutive years, and we are now in the process of assigning students to the looping classes. Would you please take a moment to fill out the following and return it to the school office by _____.

Yours truly,
Principal

Name of Student:
Grade Level:

_____ I am not interested in having my child assigned to a looping classroom.

_____ I do not feel that I have enough information to make a decision about having my child assigned to a looping classroom, but I would like to speak directly to a looping teacher about this concept and whether it might be beneficial for my child.

_____ I definitely want my child to be considered for placement in a looping classroom this fall. I understand that while the teacher and school have made a commitment that the class and teacher will stay together for two consecutive years, unforeseen circumstances might interfere with the arrangement. I also understand that, at the end of the first year, both the school and I will review my child's placement to determine whether continuation in the looping classroom is advisable for my child.

_____ _____

Parent Signature Date

Appendix D:
Post-Looping Survey for Teachers

Directions: Rank each statement according to the scale below, then provide your comments for questions 9 and 10.

(1) Strongly Agree (2) Agree
(3) Disagree (4) Strongly Disagree

1. I really enjoyed having the same group of children for more than one year.	1 2 3 4
2. I really enjoyed having the same group of parents.	1 2 3 4
3. I felt that classroom discipline during the second year was much easier than with a traditional class.	1 2 3 4
4. During the summer after the first year of the cycle, I found that I had less anxiety about the beginning of a new school year.	1 2 3 4
5. I found that learning a new curriculum during the second year was very time-consuming, but definitely worthwhile.	1 2 3 4
6. I found myself wishing at the beginning of the second year that I could have a new group of students and parents.	1 2 3 4

7. Overall, I feel that the looping process is so helpful to children and enjoyable to me that I will want to complete another cycle. 1 2 3 4
8. I will encourage other teachers to loop. 1 2 3 4
9. List some advantages of looping for students, teachers, and parents:

_____

_____

_____

10. List some disadvantages of looping for students, teachers, and parents:

_____

_____

_____

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Appendix E:
Post-Looping Survey for Students

Directions: After you read each sentence below, circle (1) if you agree with the sentence, circle (2) if you disagree with the sentence, or circle (3) if you aren't sure how you feel.

1. I liked having the same teacher for more than one year. 1 2 3
2. I liked having the same people in my class for more than one year. 1 2 3
3. It was easier to get started in school the second year because I already knew my teacher and what she expected of me. 1 2 3
4. I didn't feel nervous or stressed out about school during the second year. 1 2 3
5. I think I learned more and did better in school having two years with the same teacher. 1 2 3
6. If I could loop again with the same classmates and the same teacher, I definitely would. 1 2 3
7. If I could loop again with different classmates and a different teacher, I definitely would. 1 2 3

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8. I would tell my friends in other classes that looping is a good thing. 1 2 3

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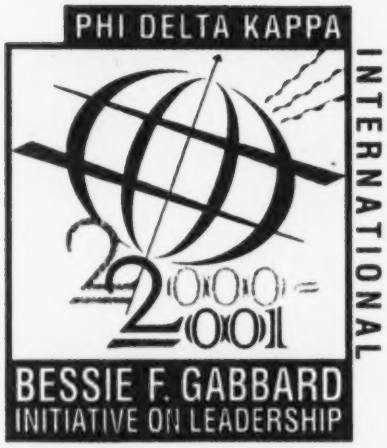

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The brother of a World War II seaman killed in action shows his classmates where it happened in this official U.S. Navy photograph, dated April 1944.

Courtesy of the Cleveland Public Library Photograph Collection.